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ABSTRACT

The document presents Module 6, underachievers among the gifted/talented, of the Star Power modules developed for school personnel who have an interest in or a need to explore the area of gifted and talented education. It is explained in an introductory section that the modules can be used for independent study, for small group interaction, or for a large group inservice program. The goals of this module are to realize the extent and significance of underachievers among the gifted/talented and to discover ways to help gifted underachievers fulfill hidden potential. Sections include the following: enabling objectives (such as list at least eight different causes of underachievement among the gifted); rationale to establish a frame of reference; preassessment tests and evaluation; instructions for scoring the preassessment instrument; activities (which cover such topics as organizing a small group of underachievers for therapy sessions and administering the Structure of Intellect Learning Abilities Test to determine each underachievers strengths); and postassessment procedures. (SBH)

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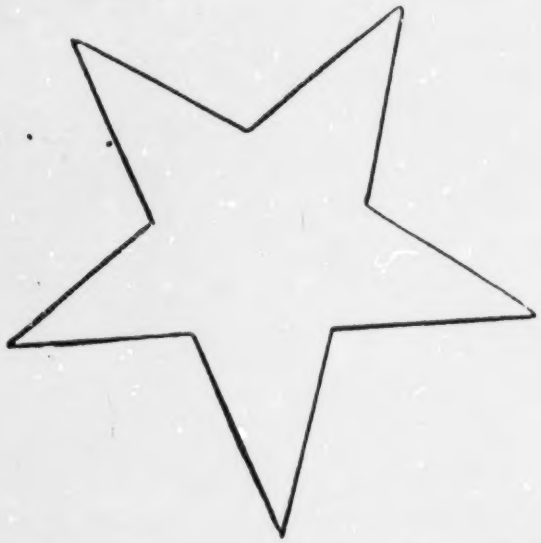

providing for the gifted & talented

MODULE 6

UNDERACHIEVERS AMONG THE GIFTED/TALENTED

by

Alison Heinemann

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1977

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PROCEDURE

The modular approach to professional growth is an alternative to attending workshops and institutes which may be inconveniently located and to taking college courses which may be scheduled at times that are awkward for the individual. The modules can be used for independent study, for small group interaction, or for a large group in-service program. They have been designed to serve as a minicourse, an introduction to the study of gifted child education.

The following is a step-by-step description of the proper procedure.

1. Read the goals and objectives thoughtfully so that you know what is expected of you by completion of the module.

2. Read the rationale to establish a frame of reference.

3. Try the preassessment and compare your responses with those given in the preassessment evaluation.

4. Score your responses IF YOU WISH; then determine whether you will complete those activities specified in the section headed "Entry Level" or whether you will select the activities you feel you need.

5. Proceed to work with the activities identified.

6. Try the postassessment to find out how successful you were in attaining the established objectives.

7. Compare your responses with those given in the postassessment.

8. Decide whether you will recycle as directed, proceed to another module, or invest your time and energy in something else.

The other modules in the STAR POWER series are listed on the inside back cover.

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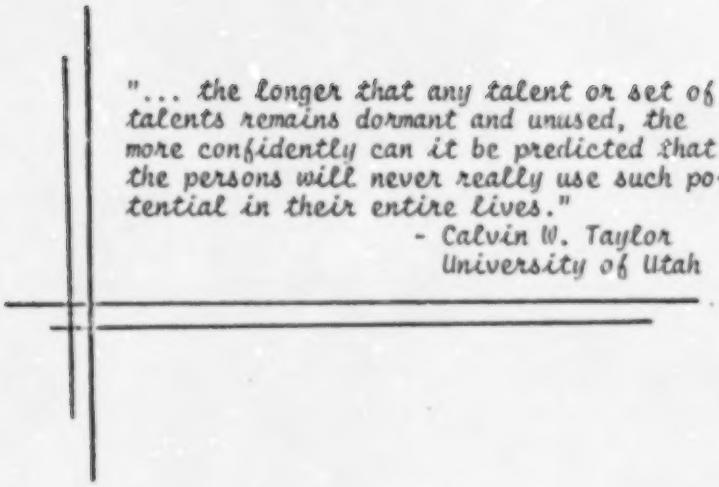
IN SEARCH OF GIFTED UNDERACHIEVERS



"... the longer that any talent or set of talents remains dormant and unused, the more confidently can it be predicted that the persons will never really use such potential in their entire lives."

- Calvin W. Taylor
University of Utah

GOALS: *To realize the extent and significance of underachievement among the gifted/talented and to discover ways to help gifted underachievers fulfull hidden potential.*

I. Enabling Objectives

After completing this module you will be able to

1. Define *underachievement* as it pertains to the gifted.
2. Identify at least 8 characteristics of gifted underachievers which differ from those of the gifted/talented in general.
3. List at least 8 different causes of underachievement among the gifted.
4. List at least 5 effects of neglecting underachievement among the gifted.
5. List 3 special needs of gifted underachievers which differ from the basic needs of students in general.
6. Describe at least 5 specific ways to help gifted underachievers.

II. Rationale

The instructor walked among the students taking a test, whispering comments to different ones:

"Is that all you've done so far? Hurry - you're way behind."

"Please be more careful - you're not doing well at all."

"You're doing some very careless things!"

In another group - matched by age, ability, intelligence - the same instructor walked among other students taking the same test and whispered these comments:

"How well you're doing!"

"Look how many questions you've already answered correctly!"

"My, but you're smart!"

The test results can be predicted. All of the students were equally able. Yet the first group of students averaged 55% right in contrast to an average of 85% right for the second group. (Fine, 1966, 1967, pp. 11, 12) As Fine comments, "Here the difference between success and failure was clearly a matter of attitude and expectancy." One group was confident; the other was nervous, unsure, and temporarily conditioned to anticipate failure.

This anticipation of failure is a significant characteristic of gifted underachievers. Constantly expecting to fail, the underachiever does - at home, in school, in relationships with parents, teachers, and other students. Continuing failure erodes the intellect, creativity, and incentive, along with self-confidence. The need for accomplishment

is almost as fundamental as the basic survival needs of eating, drinking, and shelter from the elements. (Fine, p. 47)

Underachievers are usually considered in terms of those pupils who indicate high intellectual or academic potential but whose performance falls in the middle third in scholastic achievement, or worse - in the lowest third. (Gowan, *Exceptional Children*, November, 1957) We try so hard to help slow learners and mentally handicapped students improve - who actually are achieving closer to capacity than any other groups! By contrast, we ignore or overlook many gifted/talented students who are capable of functioning four levels ABOVE grade placement but are achieving so far below their potential (and even grade placement) that they are seriously retarded in performance.

Underachievement among gifted students is a more serious problem than most educators realize. Miner (1957) indicated that 54.6% of 251 highly gifted students were working well below the levels at which they were capable, with the MAJORITY at least four grade levels below. The U.S. Office of Education estimates that approximately 1/2 of all males of above average ability are underachievers compared with 1/4 of all females. Other researchers agree that underachievement is predominantly a male problem, especially in the elementary grades, but gifted female underachievers become more evident from Grade 6 on. In 1960 Shaw and McCuen found that among the top 25% of eleventh- and twelfth-graders identified as "bright" on the Pintner General Ability Test of learning aptitude, 36 males and 17 females were underachievers.

The very personality traits that characterize gifted students make them most likely to encounter personal and academic frustrations. Their need for intellectual stimulation can, when thwarted, produce restlessness and boredom. Under the wrong conditions, the tendency to be self-styled individualists may result in cynical withdrawal. Sensitivity and perfectionism easily turn to a crippling sense of insecurity.

"One of the major reasons for advocating suitable provisions for gifted was the belief that doing so would contribute to their self-fulfillment, and self-fulfilled individuals are more likely to be socially contributive than those who... are not operating at their respective efficiency levels." (Newland, p. 92) Gifted underachievers are not operating at their efficiency levels; they are neither self-fulfilled nor socially contributive.

Once underachievement has begun, it becomes more and more firmly established as a way of life. We must all realize that there are no easy solutions, that the challenge is great and that there will be discouraging setbacks, but with patience, knowledge of the conditions, and techniques that have proved successful elsewhere, we can halt - even hopefully turn around - the degenerative effects of cumulative underachievement.

III. Preassessment

PLEASE DO NOT WRITE IN THE MODULE.

If you wish to check your answers as you complete each item, turn to the page(s) indicated below the item.

1. Define *underachievement* as it pertains to the gifted.

   (Page 6)

2. Identify at least 5 typical characteristics of underachievers among gifted/talented students.

   (Page 7)

3. List at least 4 different causes of underachievement.

   (Pages 8-10)

4. List 3 special needs of gifted/talented underachievers.

   (Page 6)

5. List the effects of neglecting underachievement.

   (Pages 7,8)

6. Describe at least 3 specific ways to help gifted underachievers.

   (Page 11)

If you did not check your answers as you completed the items, turn to the next pages and compare your responses as follows:

Number 1: Page 6
Number 2: Page 7
Number 3: Pages 8-10
Number 4: Page 6
Number 5: Pages 7,8
Number 6: Page 11

GT # 6

PREASSESSMENT EVALUATION

1. Your answers will vary, but you should have included in your definition the underlined concepts.

   The gifted underachiever is intelligent enough to be in the top third of his/her class but does not work up to his/her capacity in school; performance is mediocre or worse. Many gifted underachievers have creative potential which is seriously underdeveloped.

   (NOTE: Students of average ability are often underachievers, but their problems are less acute than those of students with high potential.)

4. Special needs of gifted/talented underachievers

   a. Improved self-image

      Typical of underachievers is a low or negative self-image. Learning is unrewarding, if not difficult, when a student sees him/herself as a loser who never quite measures up to the expectations of others. The attitudes of "significant others" (parents, relatives, neighbors, friends, teachers, classmates...) condition a person's view of him/herself; if those attitudes all appear to be mirroring incompetence, the student sees him/herself that way.

   b. Remedial instruction (in areas of deficiencies, usually reading and/or arithmetic)

      Gaps in knowledge as well as ineffective study habits develop early among underachievers. Elimination of these problems requires individualized programming especially geared to the student's shortcomings and capitalizing on his/her strengths. Instructional materials and approaches must be different from those with which the underachiever has already been unsuccessful.

c. Motivation

Teachers face a two-fold challenge in trying to motivate underachievers. Not only are these students reluctant to commit themselves to any endeavor - no matter how interesting - for fear of failure, but as gifted individuals they need more stimulation than the average student. Specific, day-to-day aims with guidance and activities unlike the usual classroom assignments must be built into plans for them.

2. Characteristics of gifted underachievers (ANY 5)

Belligerent toward classmates and others

Extremely defensive (given to rationalizing, alibiing, excusing failures, lying)

Fearful of failure and of attempting new tasks beacuse of the likelihood of failure

Resentful of criticism, yet likely to be highly critical of others

Prone to habitual procrastination, dawdling, daydreaming, sulking, brooding

Frequently absent

Inattentive - wriggling, doodling, whispering

Suspicious, distrustful of overtures of affection

Rebellious

Negative about own abilities

5. Effects of neglecting underachievement: (ANY 3)

Gaps in knowledge

Poor study habits

Psychological (emotional) difficulties

Dropping out

Delinquency

Unemployment (or underemployment)

Need for welfare assistance

Sexual promiscuity

Overdosing on drugs, including alcohol

3. Causes of underachievement: (ANY 4 DIFFERENT ONES)

NOTE: More than one cause is usually responsible for a child's problem and often causes overlap to some extent.

Physiological

Impaired hearing

Poor vision

Specific health problem of a chronic nature, such as a weak heart or kidney or a degenerative disease

Physical disability, such as loss of one or more limbs, cerebral palsy, epilepsy

Specific learning disability

Undiscovered physiological factors acount for a certain number of underachievers and can usually be treated successfully once noticed. However, because we tend to interpret such conditions as evidence of retardation, we often overlook gifted underachievers of this type.

EXAMPLE: A small boy whose last name had always placed him in the front seat or the second seat of a row found himself one year near the rear. A captioned filmstrip was shown the first day. When called upon to read one of the captions, he was unable to see the words clearly. He was embarrassed and frustrated. Everyone knew him to be the top student in the class and an excellent reader. He had a reputation to maintain. Yet although everyone else previously called upon had read the captions without difficulty, he could not even figure out what the words were supposed to be. His vision had been gradually deteriorating but he was not aware that this was the problem. Even the picture

was not clear. He asked the teacher to focus the projector for a better picture. If this child had not already established himself as a bright student and a very able reader, the teacher would probably not have suspected impaired vision. Probably the real clue was the boys' request to re-focus the picture.

Sociological

Education devalued in the neighborhood or culture

Education devalued in the child's circle of friends

This is frequently an indirect cause because an underachiever tends to choose friends who share the same negative attitudes toward school and authority figures.

Education devalued by the child's parents

A parent's distrust of learning is not always apparent. Some adults who have had little or no formal education may on the surface encourage their children to get an education as the key to upward mobility with its greater financial security and improved status. But the parent who has managed in spite of limited education may actually communicate to the child a contempt for the learning establishment. Some parents still do not believe in "too much" education for girls and do not expect high achievement from them.

Educational deprivation

Some schools are geared to outmoded theory, policy, and practice, resulting in rigid, intellectually stifling environments.

In addition, children from rural or slum backgrounds often lack social and learning skills, especially the language of the classroom; these factors contribute to the poor self-image and learning problems which are characteristic of underachievers.

Disruptive home conditions, such as poverty, marital discord, overcrowding.

Pedagogical

Lack of intellectual stimulation, resulting in successes that come much too easily and that pave the way for later underachievement when a student encounters more demanding subject matter

Conflict of priorities (between two or more subjects, or between academic and extracurricular subjects) leading to inertia

> Gifted pupils are particularly susceptible to such a conflict, for their excessive energy and wide interests lead them to overextend themselves.

Ineffective teaching methods, often resulting in difficulties in reading and/or arithmetic.

> This does not mean that the teacher is incompetent, but rather that he/she is teaching with methods unsuited to a particular student.

Poor teacher-pupil relationship

Unfavorable classroom conditions (noise, overcrowding...)

Emotional

Hostility toward parents and other authoritarian figures

> Both overinvolved and underinvolved parents unknowingly foster underachievement and make it worse during the crucial preschool period and early grades. The over-involved parent is a perfectionist with unrealistic standards. No matter how well a child does, this type of parent always finds a way he/she could have done better. Among the underachieving gifted boys, fathers have been found to be authoritarian, demanding, and punitive, showing hostility and rejection toward their sons. The underinvolved parent is so permissive as to seem indifferent, uncaring. The child is made responsible for his/her actions before learning how to be, and the pressures created are too great. Neither group of parents described offers encouragement or praise for work well done. As a result the child enters school with a seriously damaged self-concept,unaware of his/her true abilities.

6. Possible ways to help gifted underachievers: (ANY 3)

Special guidance for underachievers to develop positive self-concepts

Extensive use of films and captioned filmstrips instead of textbooks; also use of taped lessons to improve listening/thinking/reading skills

First-hand experiences to stimulate and motivate (especially for students from disadvantaged backgrounds; remember that middle class Anglo students may come from such backgrounds, as well as the poor and some minority students)

Adjustment of assignments and teaching methods to individual interests and abilities of pupils, relating to hoped-for or established goals whether personal or academic

Teacher-pupil planning sessions of work to be covered

Tutoring by willing and able senior citizens who can provide the warmth and understanding, the kind of encouragement and praise often missing at home

Special opportunity class for underachievers of mixed ages with similar problems working out of the regular class, even out of the regular school where possible, for at least part of the day

Group therapy with a warm, understanding counselor or teacher to discuss freely any fears, frustrations, angers...

Team approach to working with underachievers who are gifted/talented, including the teacher(s), parent(s), a counselor, perhaps at times the student

Use of grades and tests ONLY as measures of progress and thus as indicators of areas needing additional work

Instruction in how to learn (how to concentrate, how to remember, how to understand and follow directions, how to use key words, etc.)

Instruction in problem-solving techniques and inquiry method

If you prefer proceed directly to Activities and complete one or more as needed. Otherwise, score your responses according to the following guide; then turn the page to find your entry level.

SCORING

Item 1: Allow 2 points if you have included the equivalent of the underlined words in the definition provided.

Item 2: Allow 2 points for each characteristic listed in the Evaluation and 1 point each for others if different from the general characteristics of the gifted.

Item 3: Allow 3 points for each different kind of cause (Physical, Sociological, Pedagogical, Emotional) which is given and SUBTRACT 2 points if a cause duplicated an area; e.g., two physiological causes = 3 points for one, + 1 for the other, total = 4.

Item 4: 2 points each for ONLY the special needs mentioned in the Evaluation.

Item 5: Allow 2 points for each given effect.

Item 6: Allow 2 points for each DIFFERENT way described: personal, social, academic. If an area was duplicated, allow 1 point for the second approach for that area.

Entry Level

Mastery is represented by 33 points on all six items, including the required minimums. If your score equaled or exceeded 33, you need not continue with this module.

Item 1: If you did not score a full 2 points, you probably were not aware that the gifted/talented are often underachievers, especially in the higher grades. Complete Activities 1 and 5, p.14,p.17.

Item 2: If you scored less than 8 points, you may be misinterpreting behaviors of gifted students who have been turned off by what passes for education. Complete Activity 1, p. 14.

Item 3: Pinpointing causes is often difficult and time-consuming and is less important than discovering and helping the underachievers. If you did not score at least 8, complete Activity 2, 3, or 4, pp. 15-17.

Item 4: If you scored less than 5 here, you need to study underachievement more thoroughly. Complete Activity 2, 3, or 4, plus Activities 6 and 7, 8 or 9, pp. 15-18.

Item 5: Scoring less than 5 points here suggests a lack of understanding of underachievement among the gifted. Complete Activity 8 or 9, p. 18.

Item 6: If you were unable to demonstrate mastery with at least 5 points, you need help in planning how to help underachievers. Complete Activities 10, 11, and 12, pp. 18-23.

IV. Activities

1. Who are the underachievers in your class(es)?

   a. Who are failing or just barely hanging on with grades of D, D$^-$, and an occasional D$^+$?

      Who are the disruptive students?

      Who are the students who are withdrawn, daydreaming, indifferent, generally out of it?

      Which of your students reflect other characteristics listed on page 7, Number 2?

      Which students are making "satisfactory" grades (A's and B's) WITH LITTLE OR NO EFFORT?

   b. Now compare these students with those you have identified as gifted/talented according to the characteristics given in Module 2. Have any of the students you considered in relation to the questions above shown glimmerings of the characteristics typical of the gifted/talented?

   c. Refer to the cum record for each of these students.

      Were his/her grades during the first 3 years (not including kindergarten) generally high?

      Do any remarks of former teachers suggest high potential?

      Is there a steady decline in achievement as the student advances?

      Are test scores in arithmetic computation significantly higher than in reading? (Because of problems resulting from trying to cope with a different language from what is spoken at home or a kind of English used in books but not at home, a number of minority students and students from low income backgrounds may be found among underachievers. Other underachievers may have done well until fourth or fifth grade where more advanced reading skills are required. Children who enter school already able to read often find the work of the early grades too easy. They learn to dawdle, daydream, and get into mischief to make the time pass. In later grades they find that they lack the skills needed to cope successfully with more demanding assignments.)

(continued)

d. Are special problems affecting any student's achievement - for example, parental conflict, ill health, evidence of emotional disturbance?

What can you do about such problems?

e. Are any of the students who seem to be successful capable of greater achievement in order to fulfill higher potential than is needed to be regarded as "A" students in their present class(es)?

f. Which students seem to have special talents in non-academic, non-intellectual areas, talents which are not being developed?

2. COUNSELORS OR TEACHERS:

One of the first steps in helping underachievers is to provide opportunity to vent negative feelings about themselves and others. (NOTE: Research shows that individual counseling sessions have NOT been effective whereas group sessions have been highly productive when leaders have been prepared to conduct such sessions.)

Organize a small group of underachievers (5-7) for therapy sessions to meet regularly and discuss such topics as the following:

a. Questions:

What is meant by "underachiever?" Why are students underachievers?

How would you describe yourself? (Your best characteristics?)

How do you think other people feel about you?

What do you do when there is nothing you have to do?

If you had just one wish, what would it be?

b. Open-ended statements

(1) When I get a high test grade I.....

(2) I am most proud of my achievements in the following areas...

(3) My parents are proud of me when...

(4) I am interested in learning when my teacher...

(continued)

(5) I pay attention to my teacher if...

(6) The other students in my class are...

(7) When I have to miss school, I...

(8) I would like a career in...

c. Personal associations

The things I do - the feelings I have - the thoughts that run through my mind

3. Later group counseling sessions- or sessions with older students - may be more structured with such topics as these:

a. The Dominant Influences That Have Affected My Life

b. My Own Responsibilities in My Present Life

c. The Changing Influences That Are Affecting My Life

d. The Future As I See It and My Place in It

(See guidelines for the above in Appendix A, pp. 26, 27.)

-Adapted from Counseling the Gifted Student, by Nick Colangelo and Ron Zaffrann, Research and Guidance Laboratory, University of Wisconsin)

4. Another kind of group counseling involves the use of case studies describing all members of the group but disguised enough so that no one recognizes the individuals.

The group meets for six sessions to discuss the cases:

a. Isolation of the basic problem in each case
b. Suggestions of ways to resolve conflicts and solve the problems

(An experiment to determine the effectiveness of this approach was described by Sister Mary Viterbo McCarthy, Regis College, Weston, Massachusetts. Twelve 9th-grade boys were the subjects; the purposes:to help the students diagnose their own failures, to plan ways of eliminating their own deficiencies, and to bring about a more positive attitude toward study. Biographical data, interest scores,and personality indices were gathered for each student. Changes in both school attitude and achievement resulted.)

(continued)

(In Toronto, Canada, human relations groups met weekly for 1½-hour sessions throughout the year to promote psychological adjustment - both personal and social - with orientation to group discussions of feelings and interpersonal relationships.)

(In 2-hour seminars in a resource room supervised by a teacher or consultant of the gifted in California, emphasis was on skill building with opportunities to discuss such topics as "How Knowledge Progresses," "The Tools of Achievement"...)

5. Administer the S.O.I. Learning Abilities Test (in the kit) to determine each underachiever's strengths. BUILD UPON THESE kinds of abilities. For example, arrange for underachievers strong in specific areas to tutor other students (NOT underachievers) who are weak in those areas. Be sure to instruct the underachievers in what they are to do and how to carry out the lesson. Tutoring underachievers in lower grades first might be advisable. Plan any work of this kind with the teacher(s) of those younger students. See the Phi Delta Kappa "Fastback," *Students Teach Students*, by Peggy Lippitt (in the kit).

6. Many underachievers are poor listeners and also poor readers. They have successfully tuned out of whatever bored and frustrated them in the lagging classroom routine and eventually developed serious deficiencies.

   The program *Listen and Think* is a series of taped materials such as students might encounter in content areas. Each tape presents one lesson with a recorded instructor who explains and illustrates one particular skill which is required for both effective listening and reading, skills such as isolating main ideas. Then the student practices applying the skill as he/she listens to dramatized portions of a story, article, or poem. After each portion he/she completes exercises in a correlated lesson book, then returns to the tape to hear the answers.

   Listen and Think - E is in the kit with several copies of the lesson book. Try one or more lessons with your underachievers. Follow up with suggested activities in the Teacher's Handbook (also in the kit) or with materials in the Study Skills Libraries available from Region XIII Education Service Center, Levels C (3)-I (9).

7. Another useful reference with many worthy suggestions is *Classroom Activities for Motivating Underachieving Children* by Jacquelyn Ann Owen (in the kit). Especially recommended are Reading Comprehension Ideas, pp. 19, 20; Grammar Key, pp. 40, 41; Circle Outline, pp. 51-53; Note Taking, pp. 54-57, to help students develop important skills that they have missed.

(continued)

Try one or more of these and evaluate their effectiveness in building competencies students lacked or were weak in.

8. Underachievers need boosting of their self-concepts. Appoint an underachiever with a special strength to serve an an expert in his/her specific area of ability, such as

animator	game manufacturer
class carpenter	puppeteer
holiday historian	radio commentator
insect zoologist	roving photographer
music maker	tape technician
pet expert	tourist consultant
slide etcher	African historian

or any of the more than 100 other kinds of specialists along with their specific duties described in *Creative Activities for the Gifted Child*, by Hopkins and Shapiro (in the kit).

9. Help underachievers develop positive self-concepts with

   * Assignments within the student's known ability so he/she can experience success immediately and frequently.

   * Assurance that failure IS MERELY A MEANS OF LEARNING, *not* a reflection on the student's intelligence or personality. (Use examples of inventors and scientists who fail often before they eventually achieve their goals.)

   * Encouragement when new tasks are undertaken and praise when they are done well.

   * Assistance with reading problems (Frequently limited vocabulary, lack of phonics skills, low reading rate, and other reading disabilities cause or contribute to underachievement. Diagnosis of the exact nature of the problem and appropriate instruction are essential.)

10. Underachievers need approaches different from what they have been accustomed to. Use community resources to INVOLVE underachievers.

    a. Make an outline map of the community, marking on it the location of every kind of possible resource, including churches, fire station(s), police department or sheriff's office, cemetery, greenhouse or nursery, kennels where pedigreed dogs

or cats are raised, veterinarian's office, doctor's office, hospital, drugstore, markets, industries... NOTE: Students will have to walk around the community to complete their maps. (See pp. 18, 19 of Phi Delta Kappa "Fastback," *The Community as Textbook*, by Catharine Williams - in the kit, also Appendix B, "Utilizing Community Resources...")

b. Develop a questionnaire to find out where underachieving students have or have not been, what they have or have not seen... Include places within a fifty-mile radius. Then plan with the students to take field trips to those places where few students have gone. Prepare in advance with discussion of what to look for, what questions to ask of personnel, etc. (See Williams' book mentioned above, pp. 24-27, also 11-14.)

c. Encourage interested underachievers to undertake a cooperative study of local history involving one or more projects:

photographic displays of the community at different times in its history (shooting old newspaper photos and pictures from some resident's personal collection for events long past)

tape recordings of the recollections of the oldest residents, of mayors and bankers and other current leaders, or of folklore and folk songs known by the elders of the community

short films or filmstrips of the community as it is now or of a particular fiesta or holiday or other special occasion... (See *Teaching History with Community Resources*, by Clifford L. Lord - in the kit - for guidance regarding possible sources of information, for procedures...)

11. Science fiction - an area which often tempts even the reluctant reader - has now been recognized at all levels of education as a legitimate form of literature. The Bantam Book, *Guide to Science Fiction: Exploring Possibilities and Alternatives* - in the kit-- not only shows how science fiction can be woven into different courses, but also provides outlines for developing various thematic units. Select one of the units for your group of underachievers and add to it as you wish. General assignments appropriate for any of the themes will be found on pp. 62-65, while a list of titles available from Bantam is given on pp. 71, 72. DO READ THIS LITTLE GUIDE THOROUGHLY. It has much to offer. (A set of paperbacks to which the guide refers is available on loan to school personnel in Region XIII.)

12. Another approach to teaching gifted/talented underachievers is to develop units around audiovisual resources. Some examples are given below. All materials listed are available from Region XIII Education Service Center Instructional Resources, 458-9131.

NOTE: Encourage students to prepare their own audiovisual materials to share what they have learned: illustrated lectures using overhead transparencies they have made, displays of picture-maps, slide/tape presentations...

Subject Area: Language Arts/English

Topic: Famous People

Guiding Questions: Who were they?
What did they do that made them famous?
What personal qualities did they possess which made them special?
What problems or difficulties did they have to cope with?

Resources:

films

Admiral Byrd	#30001	26 min.
Babe Ruth	#30007	26 min.
Benjamin Franklin: Scientist, Statesman and Sage	#30593	30 min.
Daniel Boone in America's Story	#21334	16 min.
Dwight David Eisenhower	#30017	27 min.
John Glenn	#30045	26 min.
Charles Lindbergh	#30011	25 min.
Knute Rockne	#30128	26 min.
Will Rogers	#30097	27 min.

Other topics within this area are

A. Famous Black Explorers	KT 574
B. Famous Black Inventors	KT 573

C. Famous Black Freedom Fighters KT 575
D. Women Who Win KT 843
E. Great Composers and Their Music KT 888

Resources: These kits all contain sound filmstrips and booklets except Women Who Win, which has cassettes and booklets.

Students should be permitted to choose the persons they want to learn about.

* * *

Subject Area: Social Studies

Topic: Ancient Civilizations

Guiding Questions: Where were they?

Who established them?

What was life like then?

What happened to them?

NOTE: Encourage students to choose two related civilizations (related in time or place), to concentrate on those, and to use all pertinent resources listed, sharing what they have learned with others in the class. They may need to check an encyclopedia to find out which civilizations are related.

Resource: films

films

The Ancient Egyptian	# 30454	27 min.
Egypt, Cradle of Civilization	# 20114	12 min.
Acient Persia	# 10020	11. min.
Byzantine Empire	# 20528	14 min.
Ancient Greece	# 10019	10 min.
Ancient Rome	# 10021	11 min.
Life in Ancient Rome	# 21598	14 min.
Life in Ancient Rome: Family	# 20222	11 min.
Ancient Games	# 30600	28 min.
The Ancient Africans	# 30453	27 min.
Life in Ancient Greece: Home and Education	# 20221	14 min.
Life in Ancient Greece: Role of the Citizen	# 10262	11 min.
Ancient World Inheritance	# 10022	11 min.
Ancient Peruvian	# 30455	29 min.
Early American Civilizations - Mayan, Aztec, Incan	# 20104	14 min.

sound filmstrips

Art in Ancient Lands KT 389

GT # 6

Subject Area: Arithmetic/Mathematics

Topic: Addition

Here students can prepare computational problems of their own for other students, using Write-On slides, audio tapes, cross-number puzzles. Or the teacher can prepare practice exercises with Write-On slides, transparencies, or audio tapes.

Addition for Beginners	# 10679	Film	11 min.
Adding to Make Seven	# 10002	Film	10 min.
Adding: Rules of the Game	ML 127	Super 8 filmloop	
Addition: Whole Numbers # 1	RT 101	Cassette and worksheets	
Addition: Whole Numbers # 2	RT 102	" " "	
Adding: Odds and Evens	ML 126	Super 8 filmloop	
Addition - Multimedia Learning Lab	KL 085	Overhead visuals, manipulatives, charts, tests	
Arithmetic Skill Cards	KL 640	Study skill cards, answer key, guide	

* * *

Topic: Fractions

Fractions and Rational Numbers	# 30487	Film	30 min.
(For teachers - developing ideas and demonstrating with visual aids)			
Fractions and Fractional Numbers	KT 896	Multimedia, self-instructional - auditory, verbal, kinesthetic experiences	
Fraction Mastery: Set I	KP 040	200 Language Master cards, dealing with subtraction, multiplication, division of fractions	

Fraction Mastery: Set II	KP 041	200 Language Master cards dealing with subtraction, multiplication, division of fractions	
Adding with Fractions	#11173	Film	10 min.
Addition of Fractions # 3	RT 016	Tape and worksheets	
Subtracting with Fractions	#11192	Film	11 min.
Subtraction of Fractions	RT 017	Tape and worksheets	

13. Use film as a curriculum topic, as well as an approach to other content areas. Films can parallel various types of writing: narration, exposition (the documentary), imaginative or creative writing. Films can be used as substitutes for the reading of literature and may even stimulate a desire to read after seeing a colorful presentation of a story or poem, a fairy tale, fable, legend, or myth. Special film techniques, such as animation, can be explored, possibly followed up by making a film. Read Teaching with Film - in the kit - and refer to Appendix C for a list of available films at Education Service Center, Region XIII.

14. Dramatics in the Classroom: Making Lessons Come Alive is another way to reach underachievers. The paperback by that title - in the kit - illustrates how creative dramatics in various subject areas can help students discover their self-worth. STAGE and IMPROVISATION FOR THE THEATRE - both in the kit - contain valuable exercises for classroom use.

15. Simulations are another way to involve underachievers. Many companies are publishing interesting simulations - among them Interact and Simile II, both located in California. Read Simulation Games for the Classroom - in the kit. Education Service Center, Region XIII, has four different simulation games in the Gifted Child Education Resource Library (Instructional Services Division)- Rafa Rafa, Cope, Disunia, and Herstory, and four more in the Instructional Resources Center- Coalition: Presidential Election (KL 785 for 7-12), Market: A Simulation Game (KL 698 for 6-9), Planet Management Game (KL 464 for 5-12), and Propaganda Game (KL 788 for 7-12). Encourage students to develop their own simulations, too.

V. Postassessment

PLEASE DO NOT WRITE IN THE MODULE.

1. Define *underachievement* as it pertains to the gifted/talented.

2. List 8 characteristics of gifted underachievers which differ from those of the gifted/talented in general.

3. List 8 possible causes of underachievement which may interact to complicate the problem.

4. List 5 effects of neglecting underachievement among the gifted.

5. List 3 special needs of gifted underachievers which differ from the basic needs of students in general.

6. Describe 5 ways you can help gifted underachievers to improve personally, socially, and/or academically.

Turn to the next page and compare your responses.

GT # 6

POSTASSESSMENT EVALUATION

1. See page 6, Number 1.
2. See page 7, Number 2.
3. See pages 8-10, Number 3.
4. See pages 7, 8, Number 5.
5. See page 6, Number 4.
6. See page 11, also pages 13, 14, 15 - Numbers 2,3,4 (Personally)
   pages 16, 17 - Numbers 8, 9 (Socially)
   pages 16-21 - Numbers 10, 11, 12 (Academically)

Review the objectives listed on page 1, and rate yourself on a 1 to 5 (high) scale according to your candid opinion of the degree to which you achieved each objective.

For example: 5 = very well, could not be improved

3 = average, fair demonstration of knowledge and understanding

1 = poor, much improvement needed

If you score 3 or lower on any objective, recycle through the appropriate activities; then try the necessary parts of the Postassessment again.

Resources

Audio Tapes

LISTEN AND THINK, Set E (with lesson books, teacher's handbook). Educational Developmental Laboratories, Division of McGraw-Hill Book Co.

Books

CLASSROOM ACTIVITIES FOR MOTIVATING UNDERACHIEVING CHILDREN. Jacquelyn Ann Owen. West Nyack, N.Y.: The Center for Applied Research in Education. 1974.

The Community as Textbook, Fastback # 64. Catharine Williams. Bloomington, IN: Phi Delta Kappa Educational Foundation. 1975.

CREATIVE ACTIVITIES FOR THE GIFTED CHILD. Lee Bennett Hopkins and Annette Frank Shapiro. Belmont, CA: Fearon Publishers, Inc. 1969.

Dramatics in the Classroom: Making Lessons Come Alive. Elizabeth Kelly. Bloomington, IN: Phi Delta Kappa Educational Foundation. 1976.

GUIDE TO SCIENCE FICTION: Exploring Possibilities & Alternatives. Doris M. Paine and Diana Martinez. N.Y.: Bantam Books, Inc. 1974.

IMPROVISATION FOR THE THEATER: A Handbook of Teaching and Directing Techniques. Viola Spolin. Evanston, IL: Northwestern University Press. 1963.

Simulation Games for the Classroom. Mark Heyman. Bloomington, IN: Phi Delta Kappa Educational Foundation. 1975.

STAGE: A Handbook of Classroom Ideas to Motivate the Teaching of Elementary Dramatics. Stevensville, MI: Educational Service, Inc. 1968.

Students Teach Students. Peggy Lippitt. Bloomington, IN: Phi Delta Kappa Educational Foundation. 1975.

TEACHING HISTORY WITH COMMUNITY RESOURCES, Second Edition. Clifford L. Lord. N.Y.: Teachers College Press, Columbia University. 1964, 1967.

Teaching with Film. Hart Wegner. Bloomington, IN: Phi Delta Kappa Educational Foundation. 1977.

Tests

S.O.I. Learning Abilities Test. Mary Meeker, Larry Mestyanek, Robert Meeker. El Segundo, CA: S.O.I. Institute. 1975.

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